Vision Statement
“Believing in Educational Excellence for All”

Mission Statement
The mission of the Wasco Union Elementary School District is to provide all students an education which promotes lifelong learning, an appreciation for diversity and responsible citizenship

Strategy Statement
Develop and maintain a culture of collaboration with deep implementation of high quality instruction where there is tight alignment of standards, high yield instructional strategies and practices, curriculum resources, professional development and assessment to ensure that all students learn.

Culture and Professional Relationships
“We define culture as the shared values, beliefs, assumptions, expectations, and behaviors related to students and learning, teachers and teaching, instructional leadership and the quality of relationships within and beyond the school. Culture refers to the invisible but powerful meanings and mindsets held individually and collectively throughout the system. Relationships refer to the quality of attitudes, feelings and behaviors of various individuals and groups toward one another as they engage in the work of helping all students learn.” Change Leadership: A Practical Guide to Transforming Our Schools

The year began with a focus by Liz McCray, Superintendent on the issues the Board of Trustees set forth as barriers to a positive culture and the development of effective professional relationships. The three areas were; 1) Trust, 2) Communication and 3) Leadership. In an effort to address the culture and professional relationship issues that the Board of Trustees had identified, the superintendent began the school year by reorganizing the administrative structures in an effort to ensure better communication, shared decision-making and planning for success. The Executive Cabinet was formed and is comprised of the Superintendent, Assistant Superintendents from both districts and principals (K-12). In addition, the Superintendent’s Council was developed whose membership includes all managerial staff, both classified and certificated. In addition, the Superintendent has had regularly bi-weekly meetings with Assistant Superintendents from both districts. During the first months, the superintendent structured the meetings to increase the amount of communication between all attendees in an effort to allow staff to get to know each other on a personal level, find common ground and make personal connections with the expectation that it would carry over to the communications throughout the district. In addition, at the request of the Superintendent, Assistant Superintendents have held (pre-cabinet) meetings with principals that have been used to monitor site progress, address common systems concerns, and develop important processes and procedures that can be used to shore up systems that support student learning.

Throughout the school year, all of these meetings have provided a venue for instructional leaders to focus on district work, effective messaging and systems development. The commitment to this face to face meeting time has made a big impact on the focus, coherence and intensity of the work completed during the 2012-2013 school year as evidenced by the number of actions that have been fully or substantially completed or implemented.
An instructional leadership focus has also been provided by administrators and teacher leaders that have attended training related to; 1) District/Site Leadership Team monthly meetings, 2) Writing Initiative workshops, 3) English Learner Network, 4) Math Initiative follow up, and 5) English Language Learners Leading (E3L). These initiatives have provided invaluable opportunity for shared leadership at all levels of the educational system (district office and site administrators, teacher leaders, and student leaders) to promote a positive culture of learning.

In November, the superintendent’s advisory group was formed and is comprised of a Teacher representative from each school in the district, two Principals, the Teacher’s Union President and two Assistant Superintendents and Superintendent. These meetings were used to address questions and concerns brought forward by the Wasco Union Elementary School District Teachers Union and clarify district systems work, past practice and expectations for the work going forward.

In this report, it is important to recognize once again the impact that the joint administration has had in promoting articulation between Wasco High School and Wasco Elementary School District whenever feasible and whenever the decision to do so makes sense to impact in a positive way student learning outcomes. Generally, these areas have included job-embedded professional development such as Effective School Wide Language Pedagogy Walkthroughs, and the Instructional Rounds process, as well as an articulation meeting held on January 14, 2013 to which all feeder schools were invited and all but one chose to send representation. One can surmise that the conversation among administrators and teachers was well-received by all, as evidenced by the comments regarding the need to meet again to go further into the discussions that were initiated at that meeting. Further evidence of the desire by Wasco High School District and Wasco Elementary School District remain committed to the idea of articulation to the degree possible is the week-long training on the Common Core State Standards Implementation held June 3-7, 2013. Thomas Jefferson staff attended this training along with the high school in an effort to bring coherence to the implementation process.

**Wasco Union Elementary School District Local Educational Agency Plan Goals**

1. Annually, all non-proficient students, including Students with Disabilities, in grades 2-8 will score at least one performance level growth on the California Standards Tests in English Language Arts and Mathematics as well as proficient/advanced students maintaining proficient/advanced levels.

2. Annually, the district will meet or exceed all state Annual Measurement Achievement Objectives (AMAO) for Title 3 as measured by California English Language Development Test (CELDT) and Standardized Testing And Reporting (STAR) as well as re-designation of all English Learners given three years of English Language Development (ELD).

3. Annually all K-1 students will show proficiency on Common Core State Standards (CCSS) as measured by benchmarks and summative assessments.

**Progress toward Implementation of the Local Educational Agency [Action] Plan**

The Local Educational Agency Plan (LEAP) was developed spring, 2012 for implementation during the 2012-13 school year using the recommendations from the needs assessment completed earlier in the year by Pivot Learning Partners at the request of Liz McCray, Superintendent. In addition to the recommendations from the needs assessment, the District/Site Leadership Team reviewed student achievement data and took into account the internal (strengths, weaknesses, opportunities, and possible barriers) and external (outside influences and directives) context of the district as they thoughtfully designed the Local Educational Agency Plan that would drive the district work during the 2012-2013 school year. Below is an update on the progress made in each of the areas addressed in the LEAP through January 2013.
**Aligned Curriculum, Instruction, Assessment and Intervention**

“When speaking about alignment capacity—and its link to student achievement—we are talking about the way schools and districts are able to use curriculum, instruction, and assessments coherently to address learning standards. If achieving state standards is the educational goal that students have to reach, alignment is the degree to which these components complement one another and help guide student’s pursuit of that goal.”  *Southwest Educational Development Laboratory*

The work of Pivot Learning Partners is to provide various services related to implementation of the Wasco Union Elementary School District Local Educational Agency Plan (LEAP). Based on the current Local Educational Agency Plan, the following tactics and actions have been supported by the Pivot Learning Partners work at all levels of the district in order to build sustainable systems and human capacity to achieve the goals and monitor the tactics and actions set forth in the Local Educational Agency Plan. The monitoring of the Local Educational Agency Plan includes predicting outcomes based on context and establishing a proactive approach to implementation in order to manage the change that the work might require. The following list is taken from the Local Educational Agency Plan and provides the focus of the work.

- District and site administration must develop systems to support the work that site administration and teacher leaders are doing in order to ensure deep implementation of the prioritized actions and a positive impact on student achievement.
- Development and implementation of Grade Level Curriculum Committees to develop, monitor and adjust pacing guides and assessments with leadership support of principals and vice principals along with PLP coaches
- Developing Professional Learning Communities that have sufficient amount of time for collaboration, are focused on the right work, guided by consistent protocol and expectations for use of the continuous improvement model at all levels of the system (classroom, site, district).
- Development of the District/Site Leadership Team that will help guide the work associated with the district plan.
- Messaging of information and provision of professional development to staff by Teacher Leaders and Site Leadership Team.
- Monitoring for implementation of practices learned in job-embedded professional development including the Writing Initiative, English Learner Network, and Mathematics Initiative completed last year.
- Building capacity in Teacher Leaders through job-embedded Professional Development and systems that empower leaders at all levels to ensure implementation.
- Establishing consistent protocols for administrative monitoring responsibilities such as Classroom Walkthroughs, Data Dashboards, Reports to the Board of Trustees, the work of various committees doing the work of district initiatives, etc.
- Alignment of the written taught and tested curriculum, including emphasis at grades 7 and 8 in English and Math on the Common Core State Standards as well as Kindergarten and First Grade.
- Development and implementation of a comprehensive assessment system including Benchmarks and Common Formative Assessments in all grades aligned to the rigor of the standards.
- Provide training on and develop a Response to Intervention model that focuses on the provision of the GIFT of Good Initial First Teaching, using direct instruction, checking for understanding, and immediate intervention to ensure student learning.

Building on the work of prior years, the WUESD staff has continued to improve their efforts to align the written, taught and tested curriculum in every subject and every classroom to ensure that instruction and instructional practices are meeting the needs of students. To that end, the following systems have been implemented.
Progress (August – January)

- The Assistant Superintendent has scheduled Principal Meetings on a regular basis and uses these meetings to work collaboratively to confront and think deeply about the complexity of the work and what needs to be done in order to develop processes and protocols for district and site-level systems that are required to sustain the actions in the Local Educational Agency Plan. These meetings along with the monthly Executive Cabinet and Superintendent’s Council meetings have been instrumental in developing an observable ‘teamwork’ approach to the completion of tasks.
- The development of a District/Site Leadership Team (DSLT) made up of District and Site Administrators along with Teacher Leaders to function as a decision-making, messaging and monitoring body for the District Local Educational Agency Plan. It meets monthly and is facilitated by the Assistant Superintendent.
- Site administrators complete regular Classroom Walkthroughs, collecting data which includes the use of instructional practices (Explicit Direct Instruction) and observation related to the Essential School Wide Language Pedagogy (infusion of reading, writing, listening and speaking) that will provide opportunities for English Language Development in every classroom through the use of high levels of verbal student engagement. The expectation is that teachers will use a Direct Instruction (I DO, WE DO, YOU DO) model, check for understanding throughout the teaching process to ensure that by the end of the classroom period students have learned the skills and concepts included in the learning objective for the day for both content and language development.
- Principals provide feedback to teachers after each Classroom Walkthrough.
- The WHSD Assistant Superintendent provided training for the District/Site Leadership Team on the use of Instructional Rounds as a process to observe and analyze the rigor of the work in which students are involved. This process is an excellent tool to engage in district and school site staffs in discussions around student work and what needs to change in the instructional design in order to ensure rigor in lessons.
- The joint administration has operated under the expectation that the Wasco Elementary and Wasco High School districts will articulate their programs between the two districts. As such, Wasco Union High School Site Administrators have participated in Instructional Rounds with Wasco Union Elementary School District Site Administrators in their district in an effort to gain a better perspective around the work of the elementary district and first-hand knowledge of the curriculum offered in the kindergarten through eighth grade district. The elementary administration will also be visiting the two high schools for the same reasons.
- The Kindergarten and First grades have begun transitioning to the Common Core State Standards and are currently determining Essential Standards, designing Benchmark and Common Formative Assessments, revising pacing guides and collaborating around best practices to ensure student learning.
- Development and implementation of Grade Level Curriculum Committees at all levels (K-6) to develop, monitor and adjust pacing guides and assessments with leadership support of principals and assistant principals. To facilitate the work of these committees, Pivot Learning Partners provides workshops that guide and inform the work. Responsible administrators facilitate the follow up work at monthly meetings.
- The district has set up a ‘shared’ drive so that they are available for all staff to access to share pacing guides.
- Based on grade level gap analysis, appropriate supplemental materials will be/have been identified for either purchase or development and infused into the pacing guides to inform instructional practices in order to ensure student mastery to the rigor of the standard.

Progress (February – June)

- Over the course of the school year, the District-Site Leadership Team developed into a team of professionals that engaged in high levels of discourse around the Local Educational Agency Plan. They exhibited the level of teamwork by: 1) asking clarifying questions regarding the Plan, 2) holding themselves and others accountable for the work that needed to be completed, 3) analyzing data and making recommendations to inform next year’s Local Educational Agency Plan.
• Writing (through implementation of what has been learned in the Writing Initiative) is being seen as a meaningful way to develop critical thinking skills and is being used as a catalyst for learning through communicating ones thoughts.
• A more Effective School-Wide Language Pedagogy (through implementation of what has been learned in the English Learner Network and Teacher Leader Professional Learning Community workshops) is being used to a greater degree in classrooms based on evidence collected via classroom walkthroughs.
• More hands-on learning activities (through implementation of what has been learned in the prior year Math Initiative and current follow-up session) are being used to promote conceptual development in mathematics as evidenced by classroom walkthrough data.
• Grade Level Common Core Initiative Teams have been developed and are aligned to the District/Site Leadership Team and Site Leadership Teams, with representation from each of the three instructional initiatives.
• Initial Common Core Implementation Training has occurred with Grade Level Common Core Initiative Teams learning about the instructional shifts that will be required and developing for their colleagues a nested curriculum (Curriculum Maps, Evidence-Based Modules, and Lesson Design) that will be used in place of the current Pacing Guide.
• Templates for Curriculum Mapping, creation of Evidence-Based Modules and aligned Lesson Design have been uploaded onto the district Share Drive. These templates are being used by the Common Core Implementation Team to complete the work during the Common Core Initiative training. The completed documents will be used by teachers (after being trained) to guide the transition into the Common Core State Standards.
• The Curriculum Map developed by the Common Core Initiative Grade Level Teams will be used as blueprints for the development of Benchmark Performance Assessments and Common Formative Assessments.
• Kindergarten and First Grade classrooms have completed their first year of Common Core State Standards implementation.

Next Steps
• To begin implementation of the Common Core State Standards along with rigorous instructional practice that will result in student learning at high-levels,
  o Messaging and implementing the decisions made by the District/Site Leadership Team at the site level regarding the Board-Approved 2013-2014 Local Educational Agency Plan.
  o Messaging the learning and outcomes of the Common Core State Standards training conducted May 18- June 1, 2013.
  o Continuing to focus on the Common Core State Standards through professional development as outlined in the Local Educational Agency Plan
  o Continuing an intentional school-wide focus on use of reading, writing, listening and speaking through implementation of the Common Core State Standards
• Examine the needs for Common Core State Standards instructional practice and develop Classroom Walkthrough that aligns to the rigor of the Common Core State Standards.
• Identify ways to best support the instructional shift from the California Content Standards to the California Common Core State Standards.

Interventions
Interventions for struggling students increase the ‘learning time’ and allow the teacher to focus in on individuals or small groups of students in order teach a concept or skill that is not yet understood or mastered by a student. The teaching practice of checking for understanding is critical to this process as it identifies for the teacher, those students needing additional instruction and/or time to gain understanding or mastery.
Progress (August-June)

- The District/Site Leadership Team has spent time during their monthly meetings learning more about Response to Intervention and beginning the process of designing site-level Response to Intervention Models, particularly as it relates to Tier 1 interventions to ensure that the ‘GIFT’ of Good Initial First Instruction occurs in every classroom. The Assistant Superintendent has facilitated this process. The completion of the development of RtI protocols will be continued next year as the transition to Common Core State Standards provides another perspective on what this might need to look like in classrooms.

Next Steps

- Fully define and develop the use of Tier 1 interventions, ensuring that instructional time is maximized and in-class opportunities for learning concepts and skills goes beyond whole-class lecture or independent work without guidance.
- Track success of in-class Tier 1 interventions and provide support to build capacity in teachers via academic coaching, modeling, etc.
- As the Response to Intervention (RtI) models begin to emerge from site to site, leadership should begin to collect and analyze data around Tier 2 interventions, assessing their effectiveness and considering additional options.
- Ensure that all classroom teachers understand the definition of direct instruction and use an effective lesson design process that guides classroom instruction at the level of rigor necessary for mastery of the essential standards.

Professional Development

“Professional development fosters collective responsibility for improved student performance and must be comprised of professional learning that is conducted among learning teams of educators, including teachers, paraprofessionals and other instructional staff at the school; is facilitated by well-prepared school principals and/or school-based professional development coaches, mentors, master teachers, or other teacher leaders…and engages established learning teams of educators in a continuous cycle of improvement that analyzes student, teacher and school learning needs through a thorough review of data on teacher and student performance.” The National Staff Development Council

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- Align all professional development with the strategy statement for Wasco Elementary School District (listed on page 1).
- Establish consistency in collaboration time for all sites including norms, time structures, and Cycle of Inquiry protocol with expectations for planning and follow up.
- Provide Job-embedded professional development for teacher leaders assigned to specific district initiatives (Writing, English Learners, and Mathematics).

Acting upon research-based best practices, WUESD has determined that job-embedded professional development is the most valuable method of providing professional development. To that end, executive coaching has been made available to the superintendent, assistant superintendent, directors and principals. This executive coaching provides an avenue for using the coach as a thinking partner, researcher, in-district professional development provider, critical friend and
someone who helps maintain the focus on the ‘main thing,’ student learning. In addition to the executive coaching, professional development has been provided to the site administrative team in the area of Human Resources, focusing on how to use the observation tools at their disposal to build teacher capacity and increase student learning. The following progress has been made on implementation of the Local Educational Agency Plan components.

**Progress (August – January)**

- Both Wasco High School and Wasco Elementary School District administrative staff took part in a Common Core State Standards Awareness Training on July 30. Pivot Learning Partners conducted this professional development.
- Thomas Jefferson Middle School administrators and teaching staff attended ½ day of Common Core State Standards Awareness training with Wasco High School District staff on August 13. Pivot Learning Partners conducted this training.
- Teacher Leaders have been identified and are receiving training on specific district initiatives. They are part of or work with the Site Leadership Team to message and provide training to other staff members.
- A master calendar has been developed that aligns with the Local Educational Agency Plan, goals of the district and identified by District/Site Leadership Team members and stakeholders on other district committees.
- Teacher Leaders for the Writing Initiative, English Learner Network and Math Initiative are supported by the site administration to deliver the message to the rest of the staff at each site. The Site Leadership Team works together to ensure the implementation moves forward.
- Site administrators attend professional development workshops in order to ensure their knowledge of instructional methods being learned by teachers so that they can better understand and assist teachers with implementation.
- Professional development is being provided to the site administrative teams in the area of Human Resources, focusing on how to use the evaluation/observation tools at their disposal to build teacher capacity and increase student learning.
- Superintendent’s Executive Cabinet and Council receive ongoing job-embedded professional development around leadership, developing trust and the importance of messaging to site staff regarding district work.

**Progress (February – June)**

- Grade Level Common Core Initiative Teams have been developed and are aligned to the District/Site Leadership Team and Site Leadership Teams, with representation from each of the three instructional initiatives.
- The Writing Initiative work has been completed and there is evidence of more meaningful writing activities being used in classrooms throughout the district.
- The English Learner Network and Teacher Leaders Workshops have been completed and there is evidence of more Effective School-Wide Language Pedagogy is being implemented in classrooms throughout the district.
- The Mathematics Initiative follow up work has been completed and there is evidence that more hands-on learning activities are being used to promote conceptual development in mathematics in classrooms throughout the district.
- Four hours of California Common Core State Standards Initiative Awareness training has been provided to all certificated district staff.
- Five Days of Common Core Implementation Training has been provided to Grade Level Common Core Initiative Teams. They have studied and learned about the instructional shifts that will be required and have developed grade level curriculum maps for each grade level (K-6) in the areas of English and Math, learning how to infuse informational text from Science and Social Science. Grades 7 and 8 have worked in conjunction with the high school to create course-specific curriculum maps in English and Math. Science and Social Science have also worked to infuse required Common Core State Standards instructional practices into their pacing guides.
One day of training has taken place with the Special Education Department to facilitate the discussion of alignment of systems to the rest of the district.

Next Steps
- Message to the rest of the WUESD staff the learning and outcomes of the Five-Day training in the implementation of Common Core State Standards, the documents that have been developed and how they will be used to improve instructional practices and student achievement.
- Provide job-embedded professional development that will build capacity in all teachers to implement the Common Core State Standards.

Data Analysis and Monitoring Systems
“A Culture of Quality Data is the belief that good data are an integral part of teaching, learning, and managing the school enterprise. Everyone who has a role in student outcomes—teachers, administrators, counselors, office support staff, school board members, and others—shares this belief. Because good data are as much a resource as staff, books, and computers, a wise education system is willing to invest time and money in achieving useful information and respects the effort taken to produce it.” Forum Guide to Building a Culture of Quality Data: A School and District Resource, National Forum on Educational Statistics

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  - Explore alternative student assessment data systems.
  - Track instructional quality indicators and data points through the development of a Data Dashboard.
  - Define student performance indicators and data points [for Benchmarks and Common Formative Assessments].

Progress (August – January)
- A new assessment data system that has the ability to disaggregate data in a variety of ways for use at all levels of the system has been purchased and installed.
- Training and technical support has been provided to appropriate stakeholders.
- Administrators have become knowledgeable users of the data system and continue to learn about new functionality available from the system.
- Administrators have begun the development of site and district Data Dashboards that will provide a quick-reference guide for stakeholders regarding progress on important district data.
- EADMS and Intel Assess have provided both administrators and teachers with real-time user-friendly data that is easily accessible.

Progress (February – June)
- The District/Site Leadership Team began monitoring student achievement outcomes on local assessments through site reports to the District/Site Leadership Team, based on a common data template.
- The District/Site Leadership Team completed monitoring of the Local Educational Agency Plan for the 2012-13 school year.
- Kindergarten and First grade began using EADMS for data reporting, scanning in all student results of benchmarks.
Staff became more comfortable with data reports; administrators focusing on data analysis and discussing with teachers to inform instruction based on data, including good initial first instruction.

Next Steps
- Continue to strengthen the capacity of end-users of EADMS and Intel Assess.
- Review, strengthen and message expectations, consistently implement and monitor the system for assessing and tracking the growth of English Learners for progress in English Language Development along with other pertinent data.
- Analyze the type of data that will be generated as Common Core State Standards are implemented and determine the data-sets most critical to monitor. Create a Data Dashboard.

Fiscal Operations
“...Education will continue to be one of the primary means by which inequity is addressed. Public funds will continue to be allocated in support of educational programs, and the rationale for these investments will likely continue to be made in terms of creating social equity alongside excellence. Consequently, the purposeful and productive allocation of resources to support equitable access to high-quality learning opportunities becomes a major component of education policy and leadership at the federal, state and local levels.” Allocating Resources and Creating Incentives to Improve Teaching and Learning

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- Prepare a district budget development calendar including all state and federally funded programs.
- Expand transparency of the budget process by developing systems to establish processes and procedures that all stakeholders understand and use for budgeting purposes.

During the 2012-2013 school year the following progress has been made in the shoring up of the fiscal systems in response to the Needs Assessment conducted spring 2012.

Progress (August - January)
- An outline to inform a timeline of budgeting events/processes for calendaring purposes has been developed.

Progress (February - June)
- A District Budgeting Calendar has been completed and includes due dates and the responsible party for all funding sources.
- The Chief Business Officer made budget presentations during meetings of the Superintendent’s Council and Special Education Department to promote transparency of the budgeting process.
- The Local Educational Agency Plan and Single Site Plan for Student Achievement have been revised for Board review and approval prior to the beginning of the 2013-2014 school year. These plans will drive the budget priorities for 2013-2014.
- Principals, Directors, and their support staff now have access to view account balances, activity, and the ability to print budget reports.
• The Director of Categorical Funding is working to increase knowledge and support principals with budgeting and appropriate categorical expenditures.

Next Steps
• Design a roll-out of the calendar including the messaging as to how to use the calendar and how it will be monitored.
• Monitor the calendar and proactively engage stakeholders in the budgeting process.
• Develop a system for conducting an annual review, revision and messaging of the budgeting process as appropriate and/or necessary.

Human Resources
“Research demonstrates that most important factors influencing student achievement are the quality of a school’s human capital—the teachers and leaders responsible for setting high expectations and delivering top quality instruction. Yet low-income and minority students—the very students poised to benefit most—are least likely to have the best teachers and leaders in their schools. Although we know that teachers and leaders are essential to reform, we often overlook the crucial element linking teaching and leadership. The recruitment, selection, assignment, development, evaluation and recognition of quality staff are critical.” National Governor’s Association

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• Develop tracking system for certificated and classified Human Resources information.
• Develop protocols for hiring of new employees, listing related district/employee actions.
• Develop a system for dissemination of new hire information to necessary stakeholders (Principals, Categorical Director, etc.)
• Review and update job descriptions.

The following progress has been made during the 2012-2013 school year to ensure every opportunity is taken for supporting staff and building human capacity in order to advance student learning.

Progress (August – January)
• Work has begun on the development of a district administrator procedural document that delineates desk/job responsibilities/activities in detail on a month to month basis that will include a tracking system for certificated and classified.
• Work has begun on the development of an employee handbook that will include hiring protocols, orientation guidelines and legal mandates.
• A system for dissemination of new hire information has been developed and implemented.
• Job descriptions that have a Board approval date prior to 2000 are being identified.

Progress (February – June)
• The first draft of an employee handbook that includes hiring protocols, orientation guidelines and legal mandates has been completed.
• A master district calendar for 2013-2014 school year, drafted in collaboration with all district departments and site administrators was distributed in May. Principals are developing site-based calendars which will help provide foundational planning for job-embedded professional development and collaboration time.

Next Steps
• Develop a procedural spreadsheet/document that delineate desk/job responsibilities in detail on a month to month basis for all administrators has been completed
• Establish a timeline for reviewing and updating job descriptions.

The Needs Assessment conducted by Pivot Learning Partners during the spring of 2012 at the request of the Superintendent did not include the areas of Parent and Community Engagement or Governance and Leadership. There was some discussion about follow up to the spring Needs Assessment process during the course of the current school year. That decision has not yet been made. However, the areas of Parent and Community Engagement and Governance and Leadership are inextricably connected to all of the work that is done at both the district and site level. Therefore, in an effort to acknowledge district efforts in these two areas, they are included in this report.

Parent and Community Engagement
“There is no topic in education on which there is greater agreement than the need for parent involvement. Teachers and administrators want to know how to work with families in positive ways and how to involve the community to increase student success. Families want to know if their schools are providing high-quality education, how to help their children to do their best, and how to communicate with and support teachers. Students want to succeed in school and know that they need guidance, support, and encouragement from their parents, teachers, and others in the community.” School, Family, and Community Partnerships: Your Handbook for Action

Although Parent Engagement is not currently written into the Local Education Agency Plan, it is an area that the administrative staff is interested in collecting data on and exploring ways to better serve the parent community.

Progress (August – January)
• The Parent Institute for Quality Education (PIQE) is used to provide training for parents in the areas of:
  o How the school system works,
  o How to become involved in their child’s educational progress and academic achievement,
  o How to become an empowered partner in the education of their child.
• Wasco High School district is in their second year of Parent Survey administration. This year, they are working in conjunction with Wasco Elementary School District to develop and administer the parent survey to parents in both districts. Distribution is scheduled within the coming weeks. The data will be used to inform additional opportunities for parent and community engagement.

Progress (February – June)
• The first annual Parent Survey was administered. Data from the survey was collected and analyzed by the District/Site Leadership Team. Suggestions for improving the questions and therefore the data collected (into a more usable format) were made along with other observations and suggestions for improved parent/community relationships and inclusion in the work of the district.
Governance and Leadership

“Although much attention has been paid by scholars and educational theorists to leadership at the school and to a degree the district level, less energy has been spent in trying to understand the nature and components of educational governance. Governance holds a unique position in the discussion about improving education leadership, as governance is not leadership per se. Rather, governance creates the framework through which high-quality leadership can be exercised throughout the educational system. Numerous metaphors describe “governing”: the nervous system, the control center, the steering mechanism. Most appropriately, we think governance can be described as the playing field. Governance—by defining the size of the field, establishing rules of the game, determining the composition of the teams, and providing referees—creates and maintains the policy structure within which public schooling takes place.”

Redefining and Improving School District Governance

During the 2011-2012 school year, as new Board Policies came to the attention of the administration both WUHSD and WUESD reviewed them.

The work of the Board of Trustees has focused primarily on the unification process and organizing new sitting board members on each of the Boards after the November election. Since the two districts currently operate under one superintendent, the leadership teams have been reorganized to form an Executive Cabinet made up of the Superintendent, Assistant Superintendents and Principals. In addition, there is a Superintendent’s Council made up of members of the Executive Cabinet as well as Assistant Principals and all other administrators, both certificated and classified, in both districts.

Current Status

- The Board of Trustees, at a joint meeting with the High School and Elementary Boards approved moving forward with the unification process.
- The Board of Trustees has reorganized itself based on current membership.
- An election that will determine whether the unification process will move forward is scheduled for June 4, 2013.

Recommendation (if unification is/is not successful)

- Begin the process of reviewing and updating all Board Policies and Administrative Regulations in order to bring them up to date with the most recent legislation, current practices that need to be memorialized in Administrative Regulation for sustainability in all systems areas and governance practices.

Pivot Learning Partners Site-Level Coaching Reports

Executive Coaching—Superintendent and Assistant Superintendent

The Local Educational Agency Plan (LEAP) is the basis for the executive coaching provided at the district level. The LEAP is the guiding document for the work of the Superintendent and Assistant Superintendent. As instructional leaders, it is their primary responsibility to monitor and ensure implementation of the plan so that the district can move closer to the realization of the identified goals. Administrators at the district level are constantly evaluating, reframing the conversation as challenges present themselves, responding to needs at all levels of the educational system and providing encouragement to all staff in an effort to ensure that the district maintains its focus on how best to support the student learning process. The contents of this report including all of the Local Educational Agency Plan progress documentation listed above is evidence of the Executive Coaching that takes place at the district office level with the Superintendent and Assistant Superintendent.
Executive Coaching—All Site Principals
The following summary report is provided based upon all work in progress/completed since July, 2012. Information is cumulative for all coaching work done at all Wasco Elementary district sites.

There is much work to be done in order to ensure teaching and learning at high-levels in occurring in every classroom. There is a continuous need for principals to be in classrooms, teachers to be collaborating and supported in this process, and development of a clearer picture and understanding of rigor. Rigor in the classroom will allow student to perform at a level that will meet expected national/state/district goals.

Based on the Local Educational Agency Plan and Single Site Plans for Student Achievement it was determined that the following areas should be addressed in the 2012-2013 school year:

- Develop and implement Professional Learning Communities that are nested at all levels of the system, ensuring that the work that they do is focused on the work of the district as outlined in the Local Educational Agency Plan and Single Site Plans for Student Achievement.
- Provide training to administrators and staff regarding the Common Core State Standards.
- Provide training to Kindergarten and First Grade Teachers on the Common Core State Standards (CCSS) with respect to the impact on student achievement and teacher preparedness.
- Build capacity of the Kindergarten and First Grade Teachers to begin the transition to the Common Core State Standards, including identification of Essential Standards, revision of Pacing Guides, lesson design and instructional practices.
- District and site administration must develop systems to support the work that site administration and teacher leaders are doing in order to ensure deep implementation and a positive impact on student achievement.

Progress (August-January)

- All schools have made progress in moving beyond talk about PLCs/COI processes to implementation and monitoring of PLCs/COI on a twice monthly basis. Systems are beginning to emerge and be understood in all schools.
- They dynamics of shared leadership have improved over the course of the year between the site principals and district office.
- Professional Learning Communities, the Cycle of Inquiry and Collaboration processes have been standardized, reviewed, messaged, calendared, and supported at all sites and in grade and department levels in all schools.
- Issues around "meeting" versus "collaboration/planning" time have been resolved at all sites.
- All schools have used district technology to create shared folders that allow teachers and administrators to share Professional Learning Community agendas, minutes, Cycle of Inquiry and collaboration planning.
- All schools have developed calendars of ongoing weekly grade level PLC/collaboration and common planning with support by principals, vice principals, and academic coaches.
- All schools have implemented district quarterly benchmark calendars, and Common Formative Assessment and Quick Check calendars with expectations to assess using these tools on a scheduled basis.
- There is an increased understanding and use of Educator Assessment Data Monitoring System (EADMS) at all levels of the system to create reports and monitor student data.
- Implementation of the K-8 Writing Initiative and regular monitoring by site leadership to check for consistent implementation.
- Continued support and focus for math instruction at all grades.
- Development and implementation of Common Core State Standards at K-1 (with accompanying Pivot Learning Partners Instructional Coaching support and input)
• Use of K-1 Professional Learning Community Cycle of Inquiry process to allow collaboration, monitoring, and modification when needed to "fail safe" implementation of Common Core State Standards curriculum, instruction and assessment in these grade levels.
• Development and implementation of Grade Level Curriculum Committees to develop, monitor and adjust pacing guides and assessments with leadership support of principals and vice principals along with PLP coaches
• Continued focus of EL classroom strategies K-8, with larger focus via the English Learner Network training in K-6.
• Administrative team Classroom Walkthroughs to observe English Learner instruction at all levels of the system (K-12) and providing feedback to each site.
• Increased focus, conversation, professional development and follow through with defining and implementing "Academic Rigor" at all grade levels/subjects

Progress (February-June)
• The building of a “team approach” with all site administrators has taken a ‘giant leap forward’ during this school year as evidenced by increased communication among principals on a more regular basis.
• Systems for ongoing collaboration are in place and occurring on a regular basis at all schools, although some are further developed than others.
• Teacher Leaders have developed the capacity to drive the PLC/collaboration process with support from site administrators.
• Site leaders are managing change more readily by anticipating the difficulties and/or challenges of the work.
• Messaging around common expectations for the quality of Professional Learning Community (collaboration) time occurred at all sites.
• Site administrators (based on the number of the classroom walkthroughs conducted as a team) at each of the sites have a better sense of what they are looking for in terms of rigor and instructional practices to support rigorous student learning.
• A plan for addressing the issue of assessment time for K and 1 was developed by the Curriculum Committee.
• All sites have remained focused on their Single Site Plan for Student Achievement and the district Plan as a guide for their work together.
• Site administrators have participated in ½ day of training, along with a debrief session after every day of Common Core State Standards training to discuss what impact the Common Core State Standards will have on instructional leadership and how best to manage the change that will be required.

Next Steps
• Establish a communication system for responding to questions about the implementation of Common Core State Standards. A centralized effort to identify the appropriate answer so that there is consistency across the district should be utilized.
• Consistent messaging of high expectations and belief in everyone’s potential to make the transition in their planning and teaching the new Common Core State Standards.
• Remind stakeholders of the pieces already in place for the transition such as; instructional rounds, Professional Learning Communities, Site Leadership Teams, District/Site Leadership Teams, Grade Level Leaders.
• Principals must continue to work with their Site Leadership Teams to improve the messaging of progress on the Local Educational Agency Plan and Single Site Plan for Student Achievement.
• Support key teacher leaders in working with their colleagues to insure that everyone adapt their instruction from teacher-centered to student centered upon implementation of the Common Core State Standards.
**Instructional Coaching**
During the course of this school year Pivot Learning Partners has provided instructional coaching for English/language arts with a focus on writing, mathematics and English Language Development for kindergarten through eighth grade, as well as the providing the Middle School Counselor opportunities to work and articulate with the high school counseling staff. Grades 4-8 have received training and coaching around developing leadership skills in students, specifically targeting English Learners. In addition to working directly with the teaching staff, instructional coaches also work with site administrators to ensure that what is being worked on at the grade and department level will be supported by the site administration.

Student learning is dependent not only on teachers working to improve their instructional practice, but also on site administrators developing the necessary systems to support the new teaching practices. Below are reports from each of the instructional coaches discussing the progress of systems development at both the classroom and site level since the beginning of the 2012-2013 school year.

**Mathematics**
Based on the Local Educational Agency Plan as well as a review of the current systems, it was determined that the following areas should be addressed in the 2012-2013 school year:

- Provide training to administrators and staff regarding the Common Core State Standards.
- Provide training to Kindergarten and First Grade staff regarding awareness of the impact of the new Common Core State Standards and their impact on future classroom instruction.
- Work with the Kindergarten and First Grade Curriculum Committees to review, revise and develop Essential Standards, Pacing Guides, Benchmarks and Common Formative Assessments, complete data analysis and provide support for the transition to implementation.
- Strengthen and continually improve instructional practices to deliver standards-aligned lessons.
- Guide revisions and development of math pacing guides to reflect the new standards for the 2013-2014 school year in grades 2-8.
- Support the work with English Learners and implementation of the Essential School Wide Language Pedagogy (reading, writing, listening and speaking) to ensure access to the curriculum.

**Progress (August – January)**

- The administration received training and an overview of the Common Core State Standards (CCSS) and training for administrators is scheduled for February 28 that will focus on the mathematics strand of CCSS.
- TJMS received awareness training on the Common Core State Standards in August when they attended a ½ day session with Wasco High School District.
- K-6 Curriculum Committees received training which explored the concepts of ‘essential questions’ and guided the revisions on the math pacing guides.
- Monthly Classroom Walkthroughs at Palm Ave. have been conducted with a focus on math, writing and implementation of the Essential School Wide Language Pedagogy that requires reading, writing, listening and speaking to be infused daily into instruction in order to provide English Learners and other students the opportunity to engage in the learning process. A debrief with the Principal was held after each walkthrough to reflect on possible next steps for continuous improvement.
- Thomas Jefferson Middle School Mathematics Department received a full day of training on use of the Cycle of Inquiry (and data analysis) to inform instruction.
- Kindergarten and First Grade Curriculum Committees have had two (with one more scheduled) opportunities to complete a Cycle of Inquiry around the results of their Benchmark Assessment data with a focus on Mathematics and Language Arts.
Progress (February – June)

- Mathematics Initiative follow up session was completed.
- Kindergarten and First Grade Curriculum Committees completed three Cycles of Inquiry around the Common Core Implementation work.
- Thomas Jefferson Middle School mathematics department and site administration has received five days of training along with the Wasco High School District mathematics department on Common Core State Standards implementation.
- District and site administrators along with teacher leaders who are on the Common Core Initiative Implementation Team for grades K-6 received 5 days of training related to implementation of the math and English/Language arts Common Core State Standards.

Next Steps

- Begin Common Core State Standards implementation next year.

English/Language Arts (K-6)

Based on the Local Educational Agency Plan, as well as a review of the current systems it was determined that the following areas should be addressed in the 2012-2013 school year:

- Provide training to administrators and staff regarding the Common Core Standards as it relates to English Language Arts.
- Provide training on how to infuse English Language Development strategies into the teaching of writing using the Essential School Wide Language Pedagogy (reading, writing, listening and speaking).
- Provide training on best practices, instructional content for the writing process and Six Traits with a writing emphasis on the Common Core State Standards.
- Teacher Leaders develop plans and provide Professional Development at individual sites.

The Writing Initiative was designed with the goal of: Build district capacity and teacher leadership in English/language arts and writing that will increase student learning, extend student critical thinking skills, and prepare for the bridge to Common Core State Standards.

Supporting writing instruction and then using writing across the curriculum may be one of the most potent ways to help teachers across the entire school become more student focused and accountable.”

Pathways to Common Core, by Calkins, Ehrenworth, Lehman

Progress (August – January)

- The Writing Initiative Committee Teacher Leaders developed their capacity to train and lead others.
- Teacher Leaders and Academic Coaches provided professional development at their individual sites and doing follow up classroom modeling/coaching.
- Staff members were held accountable for implementation of Writing Initiative instructional practices through Classroom Walkthroughs and review of student work.
- Writing was assessed using rubrics that teachers have calibrated through the scoring process.
- English Language Development strategies were infused with writing in content areas (History/Social Science, Science, and Mathematics) with a focus on literacy-reading, writing, listening and speaking.
- Best practices were presented with an eye on the Common Core State Standards including; responding to text, summarizing, note taking, sentence constructional and vocabulary development. There is an emphasis on combining reading and writing activities to increase comprehension.
- Training focused on developing an increased understanding of text types and vertical alignment in Common Core writing domains including argument, informational and narrative writing.
• Teacher capacity improved in using a rubric for scoring student work.
• Developed an increased culture of writing and increased writing proficiency through mini-lessons in the Six Traits and teacher-student writing conferences.

Progress (February – June)
• Teacher leader capacity was built to the point that some began to model demonstration lessons at sites and share student work samples with colleagues.
• Classroom observations indicate that teachers are beginning to integrate reading and writing activities.
• Teacher Leaders on the Common Core Initiative Implementation Team received 5 days of training May 18-June 1 on implementation of the Common Core State Standards for English/language arts and math.

Next Steps
• Develop a District Kindergarten screening assessment.
• Continue work on instructional shifts with Common Core State Standards and Performance Tasks.

English/Language Arts (7-8)
Based on the Local Educational Agency Plan, as well as a review of the current systems it was determined that the following areas should be addressed in the 2012-2013 school year:
• Provide training to administrators and staff regarding the Common Core Standards as it relates to English Language Arts.
• Revise Pacing Guides to reflect the transition to Common Core State Standards.
• Work on Lesson Design to increase level of rigor, consistency of focus.
• Provide training on best practices, instructional content for the writing process and Six Traits with a writing emphasis on the Common Core State Standards.
• Provide training on strategies for supporting comprehension in literature annotation and literary text.

Progress (August – January)
• Work on pacing guides has resulted in a curriculum that has significantly more informational text included.
• Co-ordination of this work has also facilitated the collaborative work of the teachers in each grade level to work on lesson design and implementation so that students are being given the same content and are being held to the same levels of expectation by course.
• Classroom Walkthrough observations evidence that teachers are consistently on the same pace and expecting the same level of work from all students.
• Teachers have been given short elements of Common Core State Standards Awareness with each of the job-embedded professional development opportunities provided by Pivot Learning Partners during collaboration meetings and workshops.
• Both grades 7 and 8 have representatives attending the district Writing Initiative workshops facilitated by the K-6 Instructional Coach for English/Language Arts with the Six Trait Writing focus. The impact of this training can be seen in classrooms and the Writing Initiative work has been reinforced in each site coaching meeting with the teachers.
• 7th Grade teachers were given additional training in specific strategies for supporting comprehension in literature annotation and strategies for teaching the skills for writing narratives.
• 8th Grade teachers had additional support for reading and comprehending literary text as well as annotating informational text and providing structure for revision and conferencing for writing conferences.
• Both grade levels have been given facilitated planning time for pacing guide alignments, lesson design, Cycle of Inquiry work responding to benchmark results, and Common Formative Assessment development.

Progress (February – June)
• English/language arts teachers were given short elements of Common Core Awareness with each workshop during the year.
• Thomas Jefferson Middle School English department was trained in conjunction with the Wasco High School District English department on Common Core State Standards implementation June 3-7, 2013.

Next Steps
• Begin Common Core State Standards Implementation next year.

Counseling (7-8 August-June)
Although Counseling for 7th and 8th grade students is not written into the Wasco Elementary School District Local Educational Agency Plan, a Pivot Learning Partners Counselor Coach worked with the Thomas Jefferson Middle School Counselor on staff to support the articulation of the Thomas Jefferson Middle School Counselor with the work of the Wasco High School District Counselors. This work has seen success with an articulation meeting being held between TJMS and WHS with counselors from both sites in attendance. It is recommended that joint meetings between counselors at the middle school and high school continue on a regular basis a minimum of twice per year.

English Language Development (ELD)
Based on the Local Educational Agency Plan, as well as a review of the current systems it was determined that the following areas should be the focus of the work in the 2012-2013 school year.
• Professional development support customized for WUESD English Learner Leadership Teams from all K-6 schools is provided through an English Learner Networking opportunity by Pivot Learning Partners.
• The TJMS English Learner Leadership Team attends professional development Network training meetings as part of the secondary cohort that meets at California State University, Bakersfield.
• Development of English Learner Lead Teachers at all K-6 schools. EL Lead Teachers attend the English Learner Network meetings as part of the site English Learner Leadership Team. They also attend monthly meetings specifically designed to support their work as teacher-leaders at their sites.
• Coaching support for all WUESD principals regarding effective English Learner classroom instructional practices is provided by the Instructional Coach for English Learners.

Progress (August – June)
• Three WUESD English Learner Network meetings were held during the first semester. These were all-day training meetings that the English Learner Leadership team from each elementary attended. The team membership consists of the Principal and the two English Learner Lead Teachers, one primary and one upper grade. Two more meetings (January and February) are scheduled. All teams attended, learned and discussed, and planned for professional development and implementation at their schools. Each meeting also included collaboration for principals and primary or upper-grade English Learner Lead Teachers.
• Monthly English Learner Lead Teacher Professional Learning Community meetings are being held. These 90 minute meetings are designed to be collaborative. Teachers have ‘unpacked’ their job description and together designed their English Learner Lead Teacher Sphere of Influence which sets parameters and focus for their work. The focus has been on their specific coaching/mentoring roles on their campuses each meeting as well as implementation practices in their own classrooms.
Monthly Classroom Walkthrough events are held with all principals in WUESD the K-8 schools. In addition, the two high school principals are invited to participate. Student task data is gathered and analyzed by the team. The purpose of this work is to build common understanding by principals, common language throughout the district, and common effective or ‘best’ practices across all schools.

The Classroom Walkthrough observations are beginning to evidence more of the English Learner Network meeting content and English Learner Lead Teacher work in the student task data being collected.

Separate Palm Avenue Walkthroughs are focused specifically on its needs and not necessarily based on Rounds practices; the purpose for these events is to identify those practices, including English Learner practices, that promote learning for all students.

All stakeholders who are involved in leadership roles have been focused, professional and have worked hard to apply what they are learning to their work.

Progress (February – June)

• Completed all English Learner Network meetings. Teams from each of the school sites were focused and applied what they were learning to their own leadership work; principals and their English Learner Lead Teachers attended all of the trainings. Teachers and principals also had their own job-specific collaboration and planning time across the schools.

• English Learner Lead Teacher Professional Learning Community workshops were completed.

• School walk-throughs with English Learner focus were completed at each of the district’s schools. Principals from each of the schools participated in all of the walkthroughs and debrief sessions.

• Work on developing an English Language Development implementation plan is currently underway.

• Common Core State Standards professional development for Common Core Initiative Implementation Team includes a focus on integration of the Revised English Language Development Standards and the Common Core State Standards.

Student Leadership Coach—English Language Learners Leading

The vision of the Pivot Learning Partners English Language Learners Leading (E3L) program is for Valley English Learner students and educators to work together, as mutually empowered partners, towards closing the achievement gap and empowering every student with the belief and tools to succeed. We work towards our vision through encouraging our English Learner students to become Academic Leaders. An Academic Leader is a student who 1) sees themselves as an empowered expert, 2) builds and exercises critical voice, and 3) acts as partners alongside adult educators in movement toward positive change. The motto is: Be Empowered. Be Engaged. Get Connected.

The English Language Learners Leading (E3L) has a track record in the Central Valley with students that have participated providing testimony to others in their community and beyond about the difference it has made in their lives. Each year, each school’s E3L group set goals and make a plan for implementing those goals in the fall. The plan is monitored and adjusted as the year goes along with a final accounting of progress occurring in the spring of each school year. The successes, in relationship to the planning process and progress on the plan are listed below along with challenges and next steps.

Teresa Burke Elementary

Progress (August – January)

• Student Leaders made a presentation about E3L to other students and invited other students to be part of their work.

• A student survey on knowledge of California High School Exit Exam is ready to be administered.

• A parent of one of the student leaders attended a network meeting.
• Students are enjoying using technology and becoming experts.
• Student Leaders presented to staff on December 18.

Progress (February – June)
• A Principal Forum was held at Teresa Burke Elementary. (See summary of student and principal comments below)
• The Teresa Burke English Language Learners Leading (E3L) attended the Spring Conference at California State University Bakersfield where they presented the outcomes of their action plan to others and toured the college.

Karl F Clemens Elementary
Progress (August – January)
• Data results of student survey (on Study Skills) are completed
• Weekly meetings have been successful in completing small tasks
• Attendance by members has been excellent

Progress (February – June)
• A Principal Forum was held at Karl Clemens Elementary. (See summary of student and principal comments below)
• The Karl Clemens English Language Learners Leading (E3L) attended the Spring Conference at California State University Bakersfield where they presented the outcomes of their action plan to others and toured the college.

Palm Avenue Elementary
Progress (August – January)
• Recess Rallies
• 5th grade E3L students are actively taking on leadership roles
• Student presentation about the California High School Exit Exam
• Presentation to parents and staff

Progress (February-June)
• A Principal Forum was held at Palm Avenue Elementary. (See summary of student and principal comments below)
• The Palm Avenue English Language Learners Leading (E3L) attended the Spring Conference at California State University Bakersfield where they presented the outcomes of their action plan to others and toured the college.

John L Prueitt Elementary
Progress (August – January)
• E3L students presented last year’s Cycle of Inquiry and goals for the year
• The student survey on how much students know about the A-G Requirements was given for a new Cycle of Inquiry
• E3L students presented to all K-6 classrooms during the Winter Clothing Drive Campaign
• A-G Requirements presentation to students

Progress (February – June)
• A Principal Forum was held at John L Prueitt Elementary. (See summary of student and principal comments below)
The John L Prueitt English Language Learners Leading (E3L) attended the Spring Conference at California State University Bakersfield where they presented the outcomes of their action plan to others and toured the college.

**Thomas Jefferson Middle School**

**Progress (August-January)**

- California English Language Development Test Awareness presentation to peers and parents, August 2012
- College and Career Fair E3L student presentation on how to select the right college or university, November 2012
- E3L student presentation to District Advisory Committee and District English Learner Advisory Committee, November 2012
- Completed the TJMS promotion requirements campaign and presentations in January

**Progress (February-June)**

- Completed the Wasco High School graduation requirements and A-G requirements presentations in February
- Completed the California Standards Test campaign in March
- A Principal Forum was held at Thomas Jefferson Middle School.
- The Thomas Jefferson Middle School English Language Learners Leading (E3L) attended the Spring Conference at California State University Bakersfield where they presented the outcomes of their action plan to others and toured the college.

**Principal's Forum**

The purpose of the Principal’s Forum is for the E3L students to meet with the principal to share their progress on their Action Plan, to ask for guidance/support from the principal, and to bring other EL concerns to the table. The message of the Principal’s Forum is to convey the importance of the E3L work and add value to it by sharing it with the principal.

After all schools had held their inaugural Principal’s Forum, the principals were asked to reflect on the experience and share their thoughts. Listed below are comments from the principals.

- The students each had a role in the meeting and spoke with confidence. The students were well informed regarding their Action Plan and were not intimidated.
- What was most valuable to me was being able to spend time with the group.
- I see value in Principal’s Forum and I would like to meet monthly with the students. We all benefit from communicating with one another.
- This type of forum helps validate the work of the students as this adds meaning to their work.
- The most valuable thing for me was being able to be part of the process and sitting with students and hearing about the good things vs. just to meet with students when they are in trouble.
- Yes, I see the value in Principal’s Forum. I would like to see more of them.
- I would like to see the message to include the 3rd grade level. The work is important and we need to hear their voice.
- Their voice matters. I would like to start Principal’s Forum sooner next year. This is about being accountable and being responsible.

One final thought regarding the impact that the English Language Learners Leading (E3L) program has on the students that are involved in the program. Listed below are comments from a panel of students responding to questions (in front of their peers) posed by the E3L facilitator, Martin Baltierra.
Question: How has being part of the E3L and Student Voice on your campus made a difference in your successes in the classroom?

A Few of the Answers:
- It has helped me become more responsible and respectful.
- I have become a more positive role model...and getting good grades.
- It has motivated me to succeed.
- I can speak up and not be that shy kid in the corner.
- It is important for English Learners to have a voice because we can all become leaders and we have a responsibility to improve our school and our education.
- E3L helped me through a lot. It pushes me to work harder and helps me to be the best I can be.

Please see the addendum at the end of this report containing English Language Learners Leading (E3L) artifacts for the 2012-2013 school year.

Department of Educational Support Services
The Department of Educational Support Services plays a critical role in the education of Students with Disabilities in providing access to the core instructional program. The LEA Plan serves as the guiding document for the district to ensure it meets certain programmatic requirements, including student academic services designed to increase student achievement. The performance goals set forth in the Plan are for all students to meet specific standards. This includes the Students with Disabilities. The Plan is used as a working document to guide and support the coaching sessions and next steps to improve student achievement. Special Education staff will be deepening their knowledge of the Plan and understanding their role in implementation of the Plan’s goal, tactics and actions. Based on the Local Educational Agency Plan, as well as a review of the current systems it was determined that the following areas should be addressed in the 2012-2013 school year:
- Ensure that the written, taught and assessed curriculum for Students with Disabilities is aligned with the California Content Standards.
- Ensure that research-based strategies are being used in all core areas.
- Review and revise Essential Standards to narrow the focus by using the California Standards Test blueprints to clarify the focus at each grade level.
- Perform a gap analysis of current materials available and recommend materials needed to fill the gap.
- Ensure all IEPs contain alignment information.

Coaching has been provided to the Director of Educational Support Services since October, 2012. In initial meetings the Director of Educational Support Services requested assistance with systems that did not seem to be working as well as they should. It was determined that in order to accomplish the tactics and actions identified in the Local Educational Agency Plan the following systems needed to be addressed. Further discussion around time management and schedules; initial, annual, and triennial assessment procedures; understanding staff role in implementation of the LEA Plan goals, tactics and actions; possible alternative assessments for annuals; current district-wide intervention plan; referral process for Special Education placement; protocols for IEP meetings and scheduling; and monitoring instructional practices in Special Education classrooms.

Through initial discussions it came to light that there is a lack of alignment of the department systems, as well as its alignment with the district systems. This lead to the request by the Superintendent of a comprehensive needs assessment of the department.
**Progress (October – June)**

- A thorough study of the department’s policies and procedures; curriculum, instruction and assessment, student data, personnel qualifications and support, professional development, and alignment to district systems has been completed.
- All Department of Support Services personnel were included in the needs assessment process including Speech Pathologists, Resources Specialists and Special Day Class teachers. They felt comfortable and shared concerns and specific issues regarding policies, procedures and practices with the department, their respective school site and district.
- All principals and assistant principals were included in the needs assessment process. During the interviews specifics of the dynamics of special education at the site were discussed.
- On May 9, the administrative team completed a Leadership Cycle process around the Needs Assessment Report to discuss/determine what next steps should be taken to support the department and their work.
- On May 24, the Department of Support Services staff (Resource Specialists, Speech Pathologists, District and Site Administrators and Psychologist(s)) met to conduct a Leadership Cycle around the report as well to discuss/determine possible next steps. The Special Day Class teachers will attend another meeting to be scheduled at a later date.

**Next Steps:**

- Take the input from the May 9 and May 24 meeting to create tactics and actions for the Local Educational Agency Plan to develop systems that will allow the work of the Department of Support Services to operate in a more efficient and effective manner.
- Meet with Special Day Class Teachers to gather input from them regarding the Needs Assessment and add to the Plan as necessary after receiving their feedback.

**Categorical Programs and Special Projects**

The Categorical Programs Department plays a critical role in the educational process and provides supplemental services and materials that enhance the core instructional program. The Director of Categorical Programs and Special Projects requested of the Superintendent the opportunity to have a coach to improve his work within the district and to better support the district office and site administration in their efforts to improve student achievement. Based on the Local Educational Agency Plan, as well as a review of the current systems it was determined that the following areas should be addressed in the 2012-2013 school year:

- Clearly define the parameters of Categorical funding sources for site and district administrators including
  - Definition of core and supplemental materials
  - Process for determining what School Site Council responsibilities and authority over funding decisions
- Develop a master calendar that will be shared with appropriate stakeholders in order to bring greater efficiency to the department including
  - Timelines for Single Site Plan for Student Achievement Updates and Revision
  - Timelines for Local Educational Agency Plan Updates and Revision
- Coordinate the development of a K-8 [9-12] discipline model
- Build a knowledge base and resources around the functions of categorical programs in order to establish a level of credibility and positional authority to the work.

**Progress (August – June)**

- A master calendar is being developed for the month to month work associated with the Categorical Programs and Special Projects Department
- Work is continuing on the development of a discipline model to be presented to the Superintendent.
• Timelines have been developed for the completion and Board approval of the Local Educational Agency Plan and Single Site Plans for Student Achievement by June 30.
• Convened a site secretary meeting to discuss changes in the student information system coding for state and federal reports.

Next Steps
• Continue to build a knowledge base and go-to resources for finding credible information to disseminate when questions arise
• Develop (citing credible sources) and message the definition of core and supplemental funding allowances
• Complete the department master calendar and share with appropriate stakeholders important timelines
• Develop a timeline for the discipline guidelines work and vet with district administrators

Summary of Progress
Pivot Learning Partners in collaboration with the District/Site Leadership Team and district administration facilitates the monitoring process for the Local Educational Agency Plan. Specific information included on the monitoring tool itself is available from district administrators. Below is a quantitative summary of the progress made between August 2012 and January 2013 on implementation of the Local Educational Agency Plan for Wasco Union Elementary School District.

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<td>Total</td>
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<td>51</td>
<td>21</td>
<td>12</td>
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</table>

| Percentage of Actions Fully and/or Substantially Implemented | 43% | 18% | 61% |

Recommendations
It is recommended that WUESD complete the revisions to the Local Educational Agency Plan and Single Site Plans for Student Achievement, so that the work continues on with focus and coherence as the work shifts to Common Core State Standards Implementation. During the 2013-2014 school year, continue to monitor the plan on a regular basis with the
District Site Leadership Team and make necessary adjustments to ensure high leverage actions are completed for continued sustainability.

Respectfully Submitted,
Pivot Learning Partners Wasco Union Elementary School District Team Members

Karen Rowe, Project Lead
Gary Giannoni, Executive Coach for All Principals
Mary Noga, Instructional Coach for Mathematics
Jonica Bushman, Instructional Coach for English/language arts (7-8)
Susan Stout, Instructional Coach for English/language arts and Writing Initiative Presenter (K-6)
Karen Ward, Instructional Coach for English Language Development and English Learner Network Presenter
Robert Knapp, Instructional Coach for Counselor at TJMS
Martin Baltierra, Coach for E3L and Student Voice
Nancy Newsome, Administrative Coach for Special Education
Randy Rowe, Administrative Coach for Categorical Programs and Human Resources
ADDENDUM
Our Vision is for Valley EL students and educators to work together, as mutually empowered partners, towards closing the achievement gap and empowering every student with the belief and tools to succeed. We work towards our vision through encouraging our EL students to become Academic Leaders. An Academic Leader is a student who (1) sees themselves as an empowered expert, (2) builds and exercises critical voice; and (3) acts as partners alongside adult educators in movement towards positive change. E3L and Student Voice

Reports for:

Teresa Burke Elementary School

Karl F Clemens Elementary School

Palm Avenue Elementary School

John L Prueitt Elementary School

Thomas Jefferson Middle School